

| | | |
|--|---|---|
| Time Frame: Quarter | Unit Title: 7th grade PE | Course Name: Grade 7 PE. |
| Stage 1: Desired Results | | |
| Established Goal(s) | Transferable Skills | |
| <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that</p> | <p><i>Students will be able to independently use their learning to identify and maintain a healthy active lifestyle..</i></p> | |
| | Meaning | |
| | <p><u>Understandings</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Participating in cooperative team settings promote tolerance, empathy, communication skills and accountability. • Participating in cooperative, competitive and recreational activities will help promote relationship building and lifelong fitness. • Participating in individual physical activities improves the quality of one's life. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Which is more important, individual strengths or team strengths when playing sports? • Why is it important to participate regularly in meaningful physical activity? • How do Knowledge, skills and etiquette of team sports improve personal and social quality of life? • How does participation in team sports support and enhance Social and physical fitness? |
| | Acquisition | |
| | <p>Students will know...</p> <ul style="list-style-type: none"> • Basic rules and strategies for invasion games/sports and games/sports. • If you play by the rules, groups and partners can play together- even when | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Refining activity-specific movement skills in team games and lifetime activities. • Demonstrating competency in 2 or more specialized skills in health-related fitness activities. |

| | | |
|--|---|---|
| <p>respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> | <p>outside of the school settings.</p> <ul style="list-style-type: none"> • that games and sports can be a fun way to derive fitness benefits. • That, in recreational and practice settings, games/sports can be adapted to allow for players of different abilities to play together. • The basic concepts of safe fitness: warm up, healthy pace, cool down, and proper personal gear, footwear, and clothing. • That it is very important to play in a safe manner – both for the player and for the others playing with him/her. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. • Participating in team settings promotes tolerance, empathy, communication skills and accountability. • That one should conduct themselves morally and ethically when competing. • The rules and techniques of sports including but not limited to: Ultimate, Frisbee, Target games, cooperative games, invasions games, bat activities, net games, frisbee games etc. <p>Vocabulary: Offense, defense, cooperation, competition, warm up, run pace, cardiovascular endurance, stretching, cool down, force out, endurance, honesty, sportsmanship, bump, set, volley force out, positioning, pivoting, etc.</p> | <ul style="list-style-type: none"> • Describing the throwing and striking skills. • Exhibiting moral and ethical conduct in specific competitive situations. • Assuming a leadership role in a physical activity setting. • Accepting others ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. • Evaluating the opportunity for social interaction and social support in a self-selected physical activity. • applying offensive and defensive strategies as they are related to game play. • Cooperating with a small group of classmates during adventure activities, game play or team building activities. • Recognizing individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. • Demonstrating respect for self and others. • Accepting differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. |
|--|---|---|